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| **DOCUMENTATION, ASSESSMENT AND PLANNING RECORD** |
| **Context:** | **Date:** 8th October 2024 **Children's Ages:** 1 – 2 years old **Educator:** Dikshya**Setting:** Indoor morning group observation |
| **DOCUMENTATION** |
| **Learning Story: "Going on a Bear Hunt"**In the indoor corner of the possum room, a small group of children gathered eagerly around me, while I held a collection of engaging touch-and-feel books. The children selected books about animals, their excitement palpable as they were drawn into the stories. One child pointed at a particular book with great enthusiasm, exclaiming, “Bear Hunt! It’s a bear!”As the story progressed, the children actively participated by mimicking sounds and actions related to the bear hunt. They joyfully shouted, “Roar!” and began to hide behind furniture, declaring, “Hide! Bear coming!” This collective energy highlighted their engagement with the story and each other. I encouraged their imagination, saying, “Where can we hide from the bear?” prompting further interactive play. The dramatic play ensured the children were very much involved and excited throughout the activity. |
| **ASSESSMENT***Each portion of the documentation above is to be reflected on and identified domains, milestones and dispositions must be linked to where the skill was demonstrated in the observation and referenced.* |
| **Domains** | **Milestones** | **Dispositions** |
| Language and Communication: The children demonstrated verbal skills by articulating their thoughts and emotions, responding to the story, and using phrases related to the bear.Cognitive Development: The children engaged in imaginative play, utilizing problem-solving skills as they decided where to hide from the bear in their environment.Physical Development: The act of hiding and moving around the space improved their gross motor skills through running and ducking. | Engaged in cooperative play with peers (ACECQA, 2018).Demonstrated verbal communication by discussing and imitating story elements (ACECQA, 2018).Participated in dramatic play and physical movement(ACECQA, 2018). | Curiosity: The children expressed interest and intrigue toward the story and the theme of bears.Enthusiasm: Their excitement was evident as they participated, especially during the bear-hunting segment.Cooperation: The group worked together to hide and pretend, showing teamwork. |
| **LEARNING and CURRICULUM***Each portion of the documentation is to be analysed for learning that is occurring and the curriculum areas the children are engaging in* |
| **Learning** | **Curriculum Areas** |
| Language Development: The storytelling activity provided an opportunity for children to learn new vocabulary and practice articulation.Social Interaction and Collaboration: Children engaged in group play, fostering shared experiences and cooperation.Cognitive Development: As they navigated through the bear hunt story, their problem-solving and memory skills were developed. | Through a storytelling session, the introduction of new vocabulary, and encouragement of vocal communication, the exercise aimed to improve the language and literacy skills of the youngsters.Social and emotional growth was promoted by the group storytelling activity, which offered chances for emotional expression and social engagement.The children’s interest in the story, their comprehension of the story, and their attempt to solve the giraffe's father's puzzle all align with cognitive curricular goals. |
| **THEORY and FRAMEWORKS** |
| **Development and Education Theory** | **Early Years Learning Framework Principles, Practices, Outcomes** |
| Piaget's Cognitive Development Theory emphasizes that children learn best through active exploration and interaction, evident as they engage in the bear hunt (Garvis, Phillipson & Clarke, 2018). | Principles: Secure, Respectful, and Reciprocal Relationships. High Expectations and EquityPractices: Holistic Approach and Responsiveness to ChildrenOutcomes: Children have a strong sense of identity,Children are confident and involved learners,children are effective communicators |
| **PEDAGOGICAL SKILLS AND KNOWLEDGE***Each portion of the documentation is to be analysed for pedagogical skills and knowledge demonstrated by the educators.* |
| **Play-based Pedagogies** | **Teaching Strategies** | **EYLF Educator Evidence** | **Child Development** |
| The activity infused play into learning through storytelling and dramatic play. | Scaffolding: I provided guidance and support, prompting the children to think about their next actions during the bear hunt.Open-ended Questions: Questions like “Where can we hide?” encouraged ongoing dialogue and engagement.Intentional Teaching: By choosing stimulating books and encouraging imaginative play, learning objectives were intentionally facilitated. | Intentional teaching: The approach of reading the story with a combination of efforts to engage children reflects intentional teaching aiming to maximize each child's learning experience.Learning through play: The entire storytelling activity is filled with interaction and playful elements like finding the animals and mimicking the animals | Children learned new words and phrases improving their communication skills.Engagement in mimicking activities promoted the development of gross motor skills.The group activity supported social interactions. |
| **PLANNING** |
| **Objective for future holistic learning and development** |
| To support children's language development, social skills, fine motor skills, and creativity through a simple and engaging colouring activity that encourages recognition, communication, and cooperative play. |
| **Learning Experience** |
| **Learning experience name** | **Animal Puppets** |
| **Experience rationale** | This learning experience taps into children's natural curiosity and creativity through play and storytelling. Children are encouraged to explore their imaginative and expressive abilities by engaging with animal puppets while enhancing their communication skills and social interactions.  |
| **Development and learning goal:** | Children will improve their verbal communication skills, enhance their fine motor skills through puppet creation, and foster collaborative play by engaging in role-play scenarios. |
| **Experience outline:** | First, we gathered the children comfortably on mats, and I showed them a soft animal puppet and started to make the sound "Hi, I am bunny. What’s your name?" to capture their attention. |
| **A list of materials required with photo(s):** | Various kinds of soft puppet  |
| **EYLF child evidence links** | **Outcome 1: Children have a strong sense of identity:** Encouraged children to express themselves through creative arts.**Outcome 2: Children are connected with and contribute to their world:** Fostered social skills and cooperation through group storytelling.**Outcome 5: Children are effective communicators:** Developed language skills while performing and sharing stories. |
| **Implementation plan** | **Introduction** | First, we gathered the children comfortably on mats, and I showed them a soft animal puppet and started to make the sound "Hi, I am bunny. What’s your name?" to capture their attention. |
| **Body** | We allowed children to touch and hold different animal puppets and Encouraged all the educators to help with interactions, making sounds and movements. I demonstrated simple puppet activities, such as moving the puppet’s mouth and making animal sounds. |
| **Conclusion** | We Encourage a short interactive session where children can freely explore the puppets and Sing a simple animal song like "Old MacDonald Had a Farm" while using the puppets to reinforce the animal sounds. |
| **Engagement questions** | * What animal sounds do you hear?
* Can hold puppet?
* Which puppet seems to be your favourite?
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| **ACTING and DOING** |
| **Play pedagogies** | Sensory Play: The soft fabric of the puppets and the interactive nature of puppet play stimulate their tactile experiences.Imaginative Play: for example, mimicking animal sounds and movements together.Social Play: promoting language development and social skills through shared experiences. |
| **Teaching strategies** | Modelling: I demonstrate how to use the puppets, including making sounds and movements that encourage children to mimic the sound.Facilitation: I Supported the learning experience by engaging with their children responding to their cues and encouraging exploration.Positive Reinforcement: Praising children when they reach for puppets, make sounds, or engage with the educator, fostering a sense of accomplishment. |
| **EYLF links** | Outcome 1: Children have a strong sense of identity as Through interactions with children using puppets, babies begin to recognise their feelings and responses.Outcome 2: Children are connected with and contribute to their world.Engaging in shared play helps develop relationships and communication skills. |
| **Child development** | Cognitive Development: Engaging with animal puppets and sounds encourages curiosity and understanding of the world around them.Motor Skills: Grasping and puppets support fine motor skill development as children strengthen their hand-eye coordination.Social-Emotional Development: Bonding with educators during puppet interactions promotes secure attachment and positive emotional growth. |
| **Documentation and/or digital evidence of implementation, acting and doing** |  |
| **REFLECTING and REVIEWING** |
| **How did the children respond? Did they achieve the learning objective? Were there any unexpected outcomes? What was your role? How did you support and teach the children? Would you do anything differently? Where to next?** |
| The "Animal Puppets for small group" activity was a successful and engaging experience that promoted communication, sensory exploration, motor skills, and social interaction among young children. Children responded enthusiastically, reaching out and mimicking sounds, which indicated progress in their learning objectives.Children created bonding with educators, imaginative play, and varied responses from the children, providing insights into their comfort levels. As the educator, I facilitated the activity by modelling behaviours, praising participation, and offering individualised support. In the future, we could improve by using softer puppets for sensitive children, expanding sensory materials, and involving parents in puppet-making to extend learning. |

**References**

Australian Children's Education and Care Quality Authority. (2018). *Developmental milestones and the Early Years Learning Framework and the National Quality Standards*. https://www.acecqa.gov.au/sites/default/files/2018-02/DevelopmentalMilestonesEYLFandNQS.pdf

Garvis, S., Phillipson, S., & Clarke, S. (2018). *Child Development and Learning*. Australia, Victoria Oxford University Press.